



Ingleton Church of England Primary School

Inspection Report

Unique Reference Number 114225
LEA Durham
Inspection number 279336
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector Mr Andrew Scott

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Manor Road
School category	Community		Ingleton
Age range of pupils	4 to 11		Darlington, County Durham
Gender of pupils	Mixed	Telephone number	01325 730366
Number on roll	69	Fax number	01325 730366
Appropriate authority	The governing body	Chair of governors	Mrs Madelene Walton
Date of previous inspection	1 November 1999	Headteacher	Mrs Judith Pressley

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a small village school near Darlington, which serves the immediate village and surrounding area. Pupils come predominantly from white British families and from above average social backgrounds. The pupil population is relatively stable and the proportion of pupils with learning difficulties is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It is good at evaluating its own progress and the inspection findings agree with the school's judgements of its provision. By Year 6, pupils achieve well and standards are above average in English, mathematics and science. This is because teaching is effective and pupils enjoy their lessons and work hard. However, standards could be consistently higher if teachers had higher expectations of pupils, especially more able pupils. Pupils also do well in art and design, and history. The provision for pupils in the Foundation Stage (reception class) is satisfactory. Children's progress is satisfactory but could be better with a more carefully planned curriculum. Pupils' personal development is outstanding because they mature into wise, thoughtful and very responsible individuals. Although not faultless, their behaviour is extremely good and pupils get on together very comfortably. Their cultural and spiritual development is also impressive. The good curriculum is enriched by an excellent variety of activities, visits and opportunities that broaden their horizons considerably. The school takes good care of its pupils and provides good guidance for their learning. The leadership and management are good, spear-headed by the firm and enlightened direction of the headteacher. The school clearly has good capacity to improve, although its plans for improvement are not as detailed as they might be. Overall, the good improvement since the last inspection, the good standards and excellent personal development of the pupils mean that the school offers good value for money.

not applicable

What the school should do to improve further

- Improve planning of the curriculum for children in the reception class to give a suitable blend of direct teaching and focused, independent learning.
- Ensure that teachers have consistently high expectations of all pupils, especially more able pupils.
- Add greater precision to plans for school improvement.

Achievement and standards

Grade: 2

Pupils achieve well by the time they leave school. Children enter the reception class with abilities that are usually average, although their personal, social and speaking skills are often better. During their first year, children make satisfactory progress and achieve their expected goals. By Year 2, pupils tend to achieve well and mostly reach standards in reading, writing and mathematics that are above average. Pupils in the current Year 2, however, are only likely to achieve average standards because of the high percentage of pupils who have learning difficulties in a very small class.

By Year 6, pupils achieve well and standards are above average. Recently, disruption to staffing has meant that pupils' achievement has been only satisfactory. With a more

settled staff, pupils are again on target to achieve well in English, mathematics and science. Pupils' attainment in history, as well as art and design, is also above average. There are no consistent differences between the attainment of girls and that of boys. Pupils with learning difficulties achieve well.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Teachers create an atmosphere of warmth, openness, encouragement and trust. As a result, pupils feel very well respected and develop a zest for learning that is apparent in all classrooms. Levels of concentration are high and behaviour is usually exemplary. There is occasional foolishness, but pupils and their parents have no real concerns. The excellent attendance underlines how much pupils like school.

Pupils get along admirably together, whether untangling a mathematical problem with a partner or supervising younger pupils in the playground. Pupils display appreciable maturity. In all classes, they work well unsupervised and they carry out jobs with quiet pride and efficiency. They are very aware of how a healthy lifestyle can be achieved and are considerate of one another's safety.

Pupils benefit from many cultural and multi-cultural activities. These range from visits by Russian and Zambian teachers, to dancing at a local festival and attending a gospel concert. Spiritually, too, pupils develop impressively through close links with the church; indeed, the Christian ethos pervades life in school. Pupils also regularly reflect on the world around them. To describe the colour lime-green, one pupil wrote, 'an emerald is lime, waiting to be found in time.' Overall, therefore, pupils' spiritual, moral, social and cultural development is outstanding.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers are well regarded by pupils and parents alike because they generate a healthy work ethic among pupils. Teachers seek and value pupils' contributions and so pupils are keen to participate fully. As a result, classrooms are happy and productive places. Teachers plan and present new work efficiently so pupils are very clear about what they need to learn. Lessons go smoothly and often at a brisk pace. Teaching assistants work sensitively with pupils, especially those with learning difficulties, so that they achieve well.

Teachers know the pupils well. They know which ones need extra help and which can work independently, and so mostly plan lessons that motivate pupils. However, work is not always sufficiently challenging for pupils and sometimes more able pupils in particular tend to consolidate learning rather than forge ahead with a more demanding activity. Although teaching is good throughout the school, it is satisfactory in the

reception class because there is not always enough focus in the activities provided for children to work independently.

Curriculum and other activities

Grade: 2

The curriculum is good. Teachers generally succeed in planning work that allows for the different age groups. The breadth of curriculum in some subjects, like history, ensures pupils gain a thorough knowledge. Teachers develop literacy and ICT well through other subjects, but they are less effective at promoting mathematics in the same way.

There is outstanding enrichment of the curriculum through an excellent range of after-school clubs, community activities and visits. These include creating a banner for the village church, a martial arts club and a snowman competition. Pupils talk enthusiastically about such experiences.

Pupils with learning difficulties benefit from good provision through individual learning plans and adult support. The school has done well to improve the internal and external accommodation for children in the reception class. Although the curriculum is suitable for these children, it is not planned well enough to give sufficient guidance to the teaching. Consequently, their structured learning is sometimes too brief and their independent play does not always have enough focus.

Care, guidance and support

Grade: 2

The school is good at ensuring the health and safety of pupils. Pupils rightly feel secure at school and know that there is always someone to turn to in case of need. All necessary safety procedures are in use and are regularly double-checked by the headteacher, caretaker and a governor. Although first-aid and child protection issues are well addressed, the school has already recognised a need for further staff training, and this is imminent. Parents have a very high regard for the school and are very well involved in its activities.

The school is efficient at recording how well pupils progress in the main subjects. However, a new system of recording this data is not yet fully operational and so data is not yet presented lucidly and analysis is not straightforward. Nevertheless, teachers make good use of this data to set relevant targets for individual pupils to improve their basic skills.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher has a very sensible vision for the school, shared by all staff and placing an emphasis not only on standards but on the broader education of pupils. Strong teamwork and a supportive, positive atmosphere

result from the headteacher's enthusiastic leadership. Subject leaders ensure that their subjects are progressing well.

The school is good at appraising its own performance. It knows, for example, the strength of its curriculum enrichment and the quality of teaching. It is also aware of its shortcomings but it does not address them robustly enough. As a result, its priorities for improvement are not based enough on astute analysis and the action plans are too broad-based.

The governance of the school is good. Governors work hard for the school and are well involved in its development. They are supportive but ask challenging questions of the school when necessary. Nevertheless, they do not always monitor the school objectively enough nor are they decisive enough about how to overcome the school's current budget deficit.

There has been good improvement since the last inspection. All key issues have been addressed, the good quality of education has been maintained and the Foundation Stage has been improved. The headteacher and staff have a common desire to improve further and the school is in a good position to do so.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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2 December 2005

Dear Children

Thank you for the part you played in the inspection of your school. I very much enjoyed meeting you and getting to know your school.

Like you, I believe yours is a good school with many strengths:

you do well in your work, especially in English, mathematics and science

you develop into very sensible, well-behaved and thoughtful individuals

your teachers encourage you to work hard and help you to improve your work

you benefit from a wonderful range of activities both in and out of school

your teachers take good care of you so that you feel safe at school

the headteacher and governors make sure that the school is an interesting and exciting place to be.

However, I feel that your school could still improve, because:

the work of children in the reception class is not always organised well enough

your teachers do not always give you challenging enough work in lessons

your school is not clear enough in its plans to improve.

I wish you every success for the future.

Yours sincerely

Andrew Scott

Additional Inspector